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ABSTRACT

This paper describes a teaching model designed for improving the group interaction and leadership skills of outdoor leaders during wilderness trips. The teaching can involve lecture, discussion, and experiential work. An understanding of the following elements enables students to increase their knowledge of group dynamics: (1) stages of group development; (2) an explanation of expedition behavior that clarifies appropriate group behavior during wilderness trips; (3) giving and receiving feedback; (4) describing and labeling conflict strategies, including a group exercise involving a hypothetical situation of survival that forces students to examine their behavior in dealing with group conflict; (5) conflict resolution skills; (6) aspects of group dynamics including communication skills, task and group maintenance skills, emotional issues, and cohesion building; (7) group role functions including task roles, group building roles, maintenance roles, types of dysfunctional behavior, and group manipulation defenses; (8) explanation of the functions of defense mechanisms in groups; and (9) the use of a group dynamics checklist that gives feedback on the group's learning. Appendices include a diagram illustrating leader control conditions and group control conditions and a copy of the checklist on the internal dynamics of groups. (LP)

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GROUP DYNAMICS IN THE OUTDOORS

A MODEL FOR TEACHING OUTDOOR LEADERS

by

Maurice Phipps

A model is suggested for the improvement of group interactions on wilderness trips. Discussion centers on the various components of the model including group development, giving and receiving feedback, conflict strategies, conflict resolution, group dynamics, role functions in groups and group dynamics checklist.

Groups in the outdoors often experience conflict. In an expedition setting, where there are few ways to "escape" from the group, feelings become intensified and incidents magnified out of all proportion. The success of many an otherwise well planned trip has been jeopardized by lack of education in how to deal with a problem. This is compounded by a lack of awareness of the group members in how their behaviors affect each other. Some behaviors are conscious and others are unconscious, but if they are brought out and discussed openly, changes can be made more easily than by pushing them "under the carpet." If they are suppressed, they'll surface later usually more violently. Educating group members from the earliest opportunity, setting a tone and group norms can relieve many problems that could emerge later. This can be started at pretrip meetings.

I am assuming for this model that the group cannot meet before the start of the course which is expedition style in nature and about one month in duration. I intend for it to be used as a flexible guide as to what might work with one group, could fail with another. This has worked well with college age students. The manner in which it is presented is critical; if the students see the usefulness of learning these communication skills it becomes an integral part of their leadership. This, hopefully, will lead us to a team rather than just a group! With

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modification, this model could be used for shorter or longer expeditions.

The Initial Meeting

Cohesiveness is the key to success, so in the course introduction introduce a "we" feeling and stress teamwork. Explain the goals of the course and the group clearly to ensure that everyone is aware of the goals and can work towards the same ends. Include an ice-breaker and brief individual introduction.

As outdoor courses involve many different educational aspects, the group and people skills need to be tailored in at the right moments. For example including "Expedition Behavior" early is a good idea as this clarifies behavioral objectives and brings an awareness into the group that these niceties do exist. Teaching group roles is often best left to an opportune time when some of the behaviors have been enacted and roles are unfolding. It can have the advantage of stopping some negative behaviors just by giving them labels. There is no best order of teaching, but a logical sequence is as follows:

1. Group development
2. Expedition behavior
3. Giving and receiving feedback
4. Conflict strategies
5. Conflict resolution
6. Group dynamics
7. Role functions in groups
8. Defense mechanisms in groups
9. Group dynamics checklist

The teaching style can involve lecture, discussion and experiential work directly applied to situations that occur from time to time but also from exercises and role plays.

It is important to realize that any group is made up of people who are individuals, so a strong recommendation is to get to know the individuals more intimately. A fifteen minute introduction from each person distributed over the shakedown period of the course will often reveal information that could be helpful in understanding problems later. It also opens people up and increases communication in general. Frequent one-on-one, student-leader meetings also reduce tension produced by poor communication.

An understanding of the following elements will enable the students to increase their knowledge of the internal workings of the group and give labels to behaviors. This will make changes more possible when needed. The awareness of them will eliminate many undesirable behaviors. Include at least five of the nine elements of this teaching model in the shakedown period of the course so that they can be applied early.

Group Development

Groups go through an initial period where rules, roles and rewards are all in flux.

Cohesive groups are often noisy; they joke around, have disagreements, arguments and overrun time limits. Non-cohesive groups are often quiet, boring and apathetic; they seldom disagree and deal quickly with important issues with little discussion.

Tension is always initially present and can be dealt with through smiles, laughs or jokes, or can be dissipated by humor, direct comment or conciliation. Positive behaviors can be established by their being supported and eventually becoming norms. Norms are the common beliefs of the group, giving expectations of behavior. They help interactions by specifying the responses that are expected.

In group development, there is both a human component, establishing relations, and a task component, the job to be done. Anticipating the kinds of group interaction problems that are predictable enables the leader to avoid being caught off guard and faced with a surprise situation. As the stages are predictable, they can be controlled. The two dimensions, personal relations and task functions, combine at the different stages of group development.

Four stages of development are suggested by Jones (1973):

Stage	Personal Relations	Task Functions
1	Dependency	Orientation
2	Conflict	Organization
3	Cohesion	Data-flow
4	Interdependence	Problem-solving

Initially, personal relations show dependency on the leader who sets the ground rules. At this stage the parallel task function is orientation of individuals as to the work involved. Individuals will be questioning why they are here, what they are going to do, how it will be done and what the goals will be.

Conflict develops in the personal relations dimension and organization as a task function. The conflict may be covert but is there. Conflicts are normal expectations. Johnson and Johnson (1975:140) state: "It is <u>not</u> the presence of conflicts that causes disastrous and unfortunate things, it is the harmful and ineffective management of conflicts." Conflicts come from contention for leadership, task influence and popularity. They are complicated by our own unresolved problems with authority, dependency and rules.

If the group resolves the interpersonal conflict, a sense of being a team is achieved and the cohesion enables data to flow efficiently. Ideas are shared with feelings and feedback is given. There is sharing of information related to the task and people feel good about belonging to the group. There could be a period of play unrelated to the task, an enjoyment of the cohesion.

Interdependence is not achieved by many groups. There is high commitment to activities related to the common goals, experimentation with problem solving is supported and there is collaboration and competition which is functional. There is

interdependence in personal relations and problem solving in the task function.

Expedition Behavior

Paul Petzoldt (1974) maintains that "Expedition Behavior is a basic teachable skill." He bring out the point that conscious control can be lost in situations that seem desperate such as storms, accidents and especially when food runs short.

Petzoldt devotes a chapter in his book, The Wilderness Handbook, on Expedition Behavior, spelling out in detail positive and negative behaviors. Time taken to do this at the beginning of a course or expedition helps to set positive group norms during the orientation phase of the group development. A comprehensive session which facilitates everyone's involvement will lay cooperatively set ground rules.

Expedition Behavior, as defined by Petzoldt is:

> An awareness of the relationship of individual to individual, individual to group, group to individual, group to other groups, group to administrative agencies and individual and group to the local populace. Good expedition behavior is the awareness, plus the motivation and character to be as concerned for others in every respect as one is for oneself. Poor expedition behavior is a breakdown in human relations caused by selfishness, rationalization, ignorance of personal faults, dodging blame or responsibility, physical weakness and in extreme cases, not being able to risk one's own survival to insure that of a companion (p. 128).

Giving and Receiving Feedback

When group norms are overstepped or problems occur, feedback has to be given for behavior to change. Often an evaluation of the "leader of the day" is done as a group process in a review of the day. In both situations, individuals receiving feedback tend to become very defensive. Defensiveness should be discouraged and sometimes feedback over Expedition Behavior could be done individually.

Feedback done "one-on-one" with students two or three times during the course prevents many problems such as misguided goals. Feedback for leader of the day is often done by the group as well as instructors. In this situation asking the student leader first what he or she would have done differently in hindsight reduces defensiveness as they can often see their mistakes as they make them. It is all the better too that the students are encouraged to evaluate themselves in this way.

Giving feedback requires accuracy, objectivity and clear communication. Focus feedback on:

1. Behavior rather than the person.
2. Observations rather than inferences.

3. Description rather than judgment; in terms of more or less, rather than either/or. Rather than "You are a ...!", it would be more appropriate to say "When you did this, it made me feel ...!"
4. Behavior related to a specific situation rather than abstractions.
5. Sharing of information and ideas rather than giving advice.
6. Exploring alternatives rather than answers.
7. The value it may have for the recipient not the kudos or release for the giver.
8. The amount of information that the person can receive.
9. What is said rather than why.

Give feedback at the right time and place. Excellent feedback presented at an inappropriate time may do more harm than good. Feedback enables the learning to take place more effectively after the experiential leadership situations. Some groups attack when giving feedback, some do not really give any, just positive statements. Both these styles need to be monitored. Once trust develops and if the above guidelines are followed, students accept feedback as a useful learning situation.

Conflict Strategies

We know from the group development section of this model that conflict is going to appear even though we have laid ground rules through discussing Expedition Behavior.

It is essential to be able to discuss specific conflict behaviors in feedback and review sessions, so analysis of such strategies is needed. Describing and labeling conflict strategies enables recognition and helps considerably in conflict resolution.

Johnson and Johnson (1975) give an exercise "Stranded in the Desert" which initiates controversy and conflict. The group has to resolve a hypothetical situation of survival in the desert in which there are alternative solutions. The exercise should be given to the group to resolve as if the solution is important, without them being aware that it is to uncover conflict styles. Direction in Joining Together differ in this respect as the exercise can be used to illustrate the learning elements of controversy and concerns. The object of the exercise here is to illustrate the different conflict strategies and their appropriate use. It also is to enable individuals to see how their strategies are perceived in conflict situations by other members of the group. They often do not correspond, which is revealing to many students. Johnson (1981), in Reaching Out, gives another effective exercise called "The Fallout Shelter."

Give the exercise which explains the situation to each member of the group and give a time limit of one-half hour for them to resolve it by concensus. (Voting will destroy any discussion, controversy, conflict and learning.) Small groups of around six would be preferable to a large group to enable more interactions.

STRANDED IN THE DESERT EXERCISE

Situation

You are one of eight members of a geology club that is on a field trip to study unusual formations in the New Mexico desert. It is the last week in July. You have been driving over old trails, far from any road, in order to see out-of-the-way formations. At 10:47 a.m. the specially equipped minibus in which your club is riding overturns, rolls into a fifteen- to twenty-foot ravine, and burns. The driver and the professional advisor to the club are killed. The rest of you are relatively uninjured.

You know that the nearest ranch is approximately forty-five miles east of where you are. There is no other place of habitation closer. When your club does not report to its motel that evening you will be missed. Several people know generally where you are, but because of the nature of your outing they will not be able to pinpoint your exact whereabouts.

The area around you is rather rugged and very dry. You heard from a weather report before you left that the temperature would reach 110 degrees, making the surface temperature 130 degrees. You are all dressed in lightweight, summer clothing, although you do have hats and sunglasses. Before your minibus burned, you were able to salvage the following items:

Magnetic compass	One jacket per person
Large, light-blue canvas	Accurate map of the area
Book, Animals of the Desert	A .38 caliber pistol, loaded
Bottle of 1,000 salt tablets	loaded
Four canteens, each containing two quarts of water	One flashlight
	Rearview mirror

The group needs to make two decisions: (1) to stay where it is or to try to walk out, and (2) to hunt for food or not to hunt. To make these decisions, it will be necessary to rank the salvaged items in the order of their importance. And in making the group decisions, your group must stay together. (p. 140).

The correct answer is not the issue at stake here, giving one could reinforce the competitiveness of some students.

When the time limit is over, get everyone together and give an explanation of the following strategies as outlined by Johnson (1981).

1. The Turtle--withdraws from the conflict.
2. The Shark--forces and tries to make opponents accept their solution.
3. The Teddy Bear--smooths and avoids the conflict in favor of harmony.

4. The Fox--compromises, giving up part of his goals and persuades others to give up part of theirs.
5. The Owl--views conflicts as problems to be solved, confronts, seeking solutions that will satisfy both parties.

Drawing the turtle, shark, etc. in notebooks provides for some amusement and lowers any tension produced by the exercise. It paints mental pictures also, and students tend to use the terminology frequently after it has been introduced.

Ask the students to write the names of the others in their group on small pieces of paper and on the other side of each piece write the conflict strategy that best fits their actions in this exercise. Then pass the pieces of paper to the members. Each member should end up with pieces of paper containing the conflict styles as seen by the other members. This enables a perception check.

At different times, any of these styles are appropriate, however, good judgment is necessary in choosing the appropriate style at the right time. The style chosen may be affected by the necessity to keep good relationships, achieve personal goals, or because of safety factors.

Conflict Resolution

Define conflicts constructively

Define the conflict, trying to describe the other person's actions towards me.

Define the conflict as a mutual problem.

Define the conflict to give a specific description of the other person's actions.

Focus on describing feelings about or reactions to the other person's actions.

Focus on how I help create and continue the conflict.

Confrontation and negotiation

In confronting another person and negotiating a resolution to a conflict, the following steps can be taken.

A. Confront the opposition
   1. Do not hit and run, schedule a negotiating session.
   2. Communicate openly your perceptions of and feelings about the issues involved in the conflict and try to do so in minimally threatening ways.
   3. Comprehend fully the other person's views of and feelings about the conflict.
   4. Do not demand change.

The skills required are:

1. Use of personal statements.
2. Use of relationship statements.
3. Use of behavior descriptions.
4. Direct descriptions of your feelings.
5. Understanding responses.
6. Interpretive responses.
7. A perception check.
8. Constructive feedback skills.

B. Arrive at a mutually agreeable definition of the conflict.

C. Communicate position and feelings.

D. Communicate cooperative intentions.

E. Take the other's perspective.

F. Reach an agreement through negotiation.
   1. Generate and evaluate possible solutions.
   2. Decide without voting together the best solution.
   3. Plan its implementation.
   4. Plan for an evaluation of this at a later date.

Group Dynamics

The group process is the dynamics of what is happening between group members while the group is working on the content or task. Process and content are the make-up of all interactions. The group process or dynamic is often neglected even when it causes serious problems. As it emerges, it encompasses morale, tone, atmosphere, influence, participation, style of influences, leadership struggles, conflict, competition and cooperation. An understanding of group process will enable leaders to diagnose group problems early and deal with them more effectively. It can relieve tension in the group by educating group development through the dynamics, showing that this is expected development. Many students naively expect that the group should always be completely harmonious.

The four areas which would be usefully covered here are:

1. Communication
2. Task and group maintenance
3. Emotional issues
4. Cohesion building

Communication. Without communication, however good the decision made, a breakdown in the team will ensue. Communication includes getting the message across as intended, but also creating a receptive atmosphere dealing with conflict, effecting motivation and management techniques. It is obvious that communication is essential and set times to enable this must be made available. A review of the day will enable consolidation of

the day's instruction after students have had time to digest material, but will also enable a time to air problems and monitor the group process. Some students have a resistance to the specific diagnosis of process. They can be encouraged to become involved through making it one of the duties of the "leader of the day" to analyze the workings of the group and to point out malfunctional behavior and to praise functional behavior during the review sessions. This provides an experiential way of learning the different roles. It also encourages positive behavior.

Positive communication skills are important in maintaining morale. Incorrect commands or requests can be very effective de-motivators, for example, placing students in one-down situations unnecessarily. A study of Transactional Analysis by Eric Berne gives insights into the importance of this. An open communications climate needs to be developed rather than a defensive one.

In general, it is often the case that words alone are very ineffective in communication and experiential learning proves to be necessary.

Communication can be participation and can be influence. They are not necessarily the same; someone with little participation may still capture the attention of the group, some may be verbose and be ignored. Influence can be positive and negative, it can enlist support or alienate. The styles of influence can be likened to the styles of conflict mentioned under "conflict strategies."

Decision making is done sometimes by the leader and sometimes by the group, depending on the situation. A good leader makes a judgment on the group, the task and the environment before making an autocratic or democratic decision. The continuum between autocratic and democratic leadership allows some different styles of decision making between the two. The diagram on the preceding page illustrates this.

If a group decision is made, then it is difficult to undo without going through the whole process, undoing a group decision with an autocratic decision will destroy trust. In outdoor leadership, a careful balance of decision making is necessary, some are best made by the group such as those connected with discipline, then it is a group norm and not an imposed one. An example is the problem of tardiness; if the group decides what to do about it, having arrived at the decision unanimously, then they will reinforce it. This will prevent the leader alienating himself by enforcing a punishment.

Included in communication should be feelings; it should be a group norm to be able to express feelings and a leader's responsibility to allow communication of feelings from all individuals. It is good to own feelings and not to make excuses for them. Refusal to allow this kind of communication reduces the individual's sense of worth and belonging, it de-motivates causing bad morale. Expression of feelings may be inhibited but non-verbal communication is often made through the tone of voice, facial expressions, gestures, etc.

Task and group maintenance. To maintain harmonious working relationships and create a good working atmosphere, these functions are important. They include:

Gatekeepers who help others into the discussion or cut off others
Clarification of ideas
Evaluating
Diagnosing
Mediating
Relieving tension

The social aspects of the group involvement should not be underestimated. Socializing on expeditions can be done informally or at banquets which are good social occasions. Combined "cook-ins," camp-fire style activities, songs and stories all give social outlets not directly related to the task. Specials such as swimming at hot springs or an arranged special meal at the trailhead with plenty of fruit are unbelievable tonics for group morale.

Emotional issues. Emotional issues include power struggles, fears, identities, goals, needs and intimacy. Dependency, fighting and dominance issues can affect relationships and communication. For example, someone withdrawing emotionally affects the group and pairing up can have negative consequences.

Cohesion building. Explain that strong feelings are acceptable and welcome anger but when dealing with it;

a) Stay in the here and now,
b) Use "I" statements,
c) Keep words congruent with feelings,
d) Talk directly to group members.

Make it clear that it is not necessary to justify personal feelings; have an expectation of no backstabbing and model it. Some techniques to meet group needs are:

a) Share stories, this promotes connectedness.
b) Assign attainable goals.
c) Give feedback as if the group is a person.
d) Identify personal needs and either meet them or acknowledge the impossibility.

Develop cohesiveness by the following:

a) Identify "we" and "our," not "they" or "me."
b) Build a tradition through history and fantasy.
c) Stress teamwork.
d) Get the group to recognize good work.
e) Give group rewards.
f) Treat the group as people not as machines.

An atmosphere is created in the way a group works. Individuals differ in the kind of atmosphere they like; some prefer it to be congenial, others prefer conflict or competition.

It can change from time to time from work, play, satisfaction and sluggishness to enthusiasm. There could be an air of permissiveness, warmth or defensiveness. People could be inhibited or spontaneous.

Experiential exercise. A group activity such as tyrolean traverse or practice rescue followed by a process questionnaire and subsequent discussion illustrates the dynamics. An experiential exercise enables the students to relate directly to a situation instead of struggling with hypothetical concepts. An individual questionnaire ensures that everyone considers the various interplays and makes the facilitation of the process much easier. It also illustrates some different perceptions and perspectives. Examples of questions are:

1. Did you being by clarifying the task and making a plan? Explain.
2. Did anyone emerge as a leader? Who?
3. Did anyone else take on an informal role? Explain.
4. Who was the most influential? Why?
5. Did anyone feel left out?
6. Was your group effective? Explain why or why not?
7. How did you feel about your group?
8. How do you feel about your own participation in the group? Describe yourself as a group member? How do you think the other group members see you? How did you try to influence the others?
9. What was most discouraging or frustrating about this whole exercise?
10. Did you ever disagree? How was this resolved?
11. What did you learn about yourselves? Each other? The group?
12. Did any of your group members have any "personal agendas?" Explain. Did you? Explain.

Group Roles

Role function in a group consists of what it takes to do the job and what it takes to strengthen and maintain the group. Jane Warters in Group Guidance: Principles and Practices describes the roles as follows:

Task Roles

1. Initiating activity: solutions, new ideas, etc.
2. Seeking opinion: looking for an expression of feeling.
3. Seeking information: clarification of values, suggestions and ideas.
4. Giving information: offering facts, generalizations, relating one's own experience to group problem.
5. Giving opinion: concerns value rather than fact.
6. Elaborating: clarifying examples and proposals.
7. Coordinating: showing relationships among various ideas or suggestions.
8. Summarizing: pulling together related ideas and related suggestions.

9. Testing feasibility: making applications of suggestions to situations, examining practicality of ideas.

Group Building Roles

1. Encouraging: being friendly, warm, responsive to others, praising others and their ideas.
2. Gatekeeping: trying to make it possible for another member to make a contribution to the group.
3. Standard setting: expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions reminding the group to avoid decisions which conflict with group standards.
4. Following: going along with decisions of the group, thoughtfully accepting ideas of others.
5. Expressing group feeling: summarizing what group feeling is sensed to be, describing reactions to group to ideas.

Both Group Building and Maintenance Roles

1. Evaluating: submitting group decisions or accomplishments to compare with group standards, measuring accomplishments against goals.
2. Diagnosing: determining sources of difficulties, appropriate steps to take next, analyzing the main blocks to program.
3. Testing for consensus: tentatively asking for group opinions in order to find out if the group is reaching consensus.
4. Mediating: harmonizing, conciliating differences in points of view, making compromise solutions.
5. Relieving tensions: draining off negative feeling by joking or pouring oil on troubled waters, putting tense situations in a wider context.

Types of Dysfunctional Behavior

1. Being aggressive: working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.
2. Blocking: interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.
3. Self-confession: using the group as a sounding board, expressing personal, non-group-oriented feelings or points of view.
4. Competing: vying with others to produce the best ideas, talk the most play the most roles, gain favor with the leader.
5. Seeking sympathy: trying to induce other group members to be sympathetic to one's problems or misfortunes,

deploring one's own situation or disparaging one's own ideas to gain support.
6. Special pleading: introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.
7. Horsing around: clowning, joking, mimicking, disrupting the work of the group.
8. Seeking recognition: attempting to call attention to one's self by loud or excessive talking, extreme ideas, or unusual behavior.
9. Withdrawing: acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

Using a classification such as this guards against the tendency to blame (self or others). Such behavior as the above could be regarded as a symptom that all is not well with the group's ability to satisfy individual needs. Each person is likely to interpret behavior differently. Content and group conditions must also be taken into account, for example, there are times when some forms of aggression contribute positively by clearing the air and instilling energy into the group.

Defense Mechanisms in Groups

Defense mechanisms evade conflict by moving away (flight) or towards (fight) the source according to Paul Thorenson (1972). His categorization of these defenses apply to any group as conflict always arises along with corresponding defenses.

Fight Defenses

1. Competition with the facilitator: This is an attempt to build personal ego and avoid dealing with a personal problem. It occurs sometimes on professional courses as individuals try and justify their situation.
2. Cynicism: This challenges the group goals through skeptical questioning of genuine behavior.
3. Interrogation: Someone giving heavy questioning may be trying to keep the spotlight away from himself.

Flight Defenses

1. Intellectualization: This is a way of evading giving anything away personally or emotionally. It is sometimes done in introductions to avoid any self-disclosure. Self-disclosure done appropriately cultivates trust; intellectualizing evades both. Encouragement of "I" statements should help to discourage this.
2. Generalization: Impersonal statements about group behavior such as "we think" rather than "I think" means the individual may be speaking for the group without the group's consent.

3. Projection: One person's unconscious needs or behaviors projected onto another; he attributes to others traits which are unacceptable in himself.
4. Rationalization: This is a substitution of reasons to try and justify a decision, feeling, emotion or statement rather than what is probably the correct one.
5. Withdrawal: Members suddenly falling silent are in flight. Individual confrontation followed possibly by group confrontation is necessary to bring such an individual back.

Group Manipulation Defense

1. Pairing is sub-group to gain support.
2. Red-crossing is a defense of a person under fire to try and encourage mutual aid.
3. Focusing on one enables a group to spend excessive time on a person or issue to keep the action away from where it should be.

Generally, evasive maneuvering should be confronted using effective feedback techniques.

Group Dynamics Checklist

The following checklist filled out individually quoting examples, gives good instructor feedback on the understanding of the group's learning, but also acts as a thermometer of group atmosphere. It often highlights problems that may not be obvious to group leaders. Peers are often aware of undercurrents and if the checklist is kept confidential, these surface and can be dealt with in a diplomatic way.

Being aware of the possible negative behaviors in groups and making the group aware of them can enable energy to be spent, building a positive atmosphere, eventually pulling the group together into a team. Working through this teaching model should help to bring an awareness of the complex interaction that exists in group dynamics.

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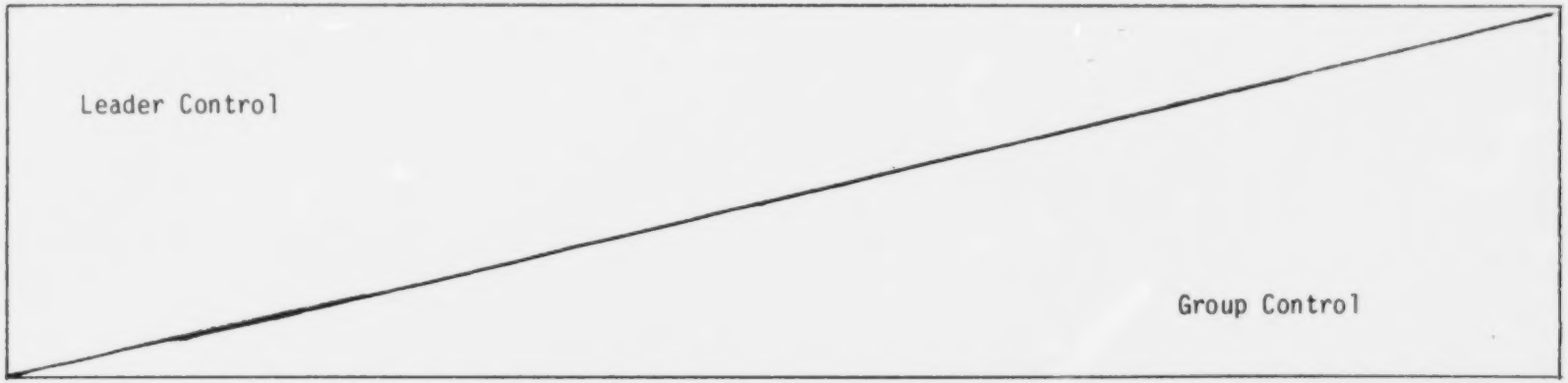
APPENDIX A

Leader Control Conditions

a) Time factor and urgency of decision
b) Emergency
c) Individual knowledge
d) Lack of group skills
e) Expectation of leader's role
f) Legal responsibility



Leader decides, announces decision	Leader decides, sells decision	Leader presents ideas, invites questions	Leader presents tentative ideas subject to change	Leader defines boundaries, group decides	Group defines boundaries and decides

Group Control Conditions

a) No time pressure
b) No emergency
c) Group knowledge
d) Group skills
e) Expectation of the group role
f) Freedom of responsibility

Name_____

Group_____

Date_____

APPENDIX B

CHECK LIST ON INTERNAL DYNAMICS OF GROUPS

	Notes
Goals and Objectives (individual and group) 1. Are the goals clearly defined? 2. Is there definite recognition of present position in relation to goals? 3. Are means or activities instituted which will lead to goal attainment? 4. Are means to goal attainment cooperatively set?	
Atmosphere or Climate 1. Is there an air of permissiveness or warmth, or is there a "defensive" feeling? 2. Is there a feeling of competitiveness (or cooperation) among group members? 3. Do you get the idea people are inhibited (or spontaneous)? 4. Are there unresolved personal tensions?	
Communications 1. Are the communication patterns formal (or informal)? 2. Do all members communicate equally well with each other? 3. Do the members communicate more with the leader than with each other? 4. Is the level of communications abstract (or personal)? Do the members talk "head talk" or "feeling talk"?	
Participation 1. Do all members contribute to the group process? 2. Is participation distributed throughout the group or is it leader-centered? 3. Are all members assuming responsibility? 4. Is there encouragement for all to participate? Do certain members consistently "get lost"? 5. How does the group handle its non-participants?	

	Notes
Group Interaction 1. What is the nature of interaction patterns within the group? 2. Do interaction patterns bring members together or erect barriers between them? 3. Is interaction cultivated and developed by the leader or is it discouraged? 4. Are positive or negative interpersonal attractions present? 5. Are there hidden agendas?	
Social Control 1. Do members conform to group norms? 2. Are members given recognition or praise for meeting group norms? 3. Do certain members flaunt norms in order to gain recognition? 4. How does the group deal with deviation from group norms by any member?	
Role Structure 1. Do the members understand the nature of productive group member roles? 2. Are the members engaged in both group task roles and group building roles? 3. Do the members consciously work to expand their own ability to assume additional functional roles? Do they engage in new behavior?	
Cohesiveness 1. Does the group exhibit definite evidence of a "we" feeling? 2. Do members demonstrate a common concern with regard to other members and the group as a whole? 3. Do the members show a genuine willingness to work and sacrifice for group consensus and group goals? 4. Do the members regard the group and its activities as attractive?	
Leadership 1. What is the leadership pattern (democratic, authoritarian, laissez-faire or a combination)? 2. Is there a definite feeling that leadership is present? 3. Are clear-cut decisions made? 4. Is decision-making shared? 5. Are the members accepting of the leadership style? How do they feel about the leaders?	

Source unknown